

The Latest Refugees: A New Wave from Africa

Cheryl L. Fox

J. W. Catharine Elementary School

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Overview

“A refugee is someone with a well-founded fear of persecution on the basis of his or her race, religion, nationality, membership in a particular social group or political opinion, who is outside of his or her country of nationality and unable or unwilling to return. Refugees are forced from their countries by war, civil conflict, political strife or gross human rights abuses.”¹ People who have left their homes to seek a more prosperous life are commonly referred to as “economic migrants,” not refugees. Many students have heard about slavery during the 1800’s and have been made aware of the plight of the Afro-American during that time. However, families moving into West Philadelphia lately are here for a variety of other reasons. They include famine, economics, warfare, and civil and political unrest in their homelands. Some of the students that come from Africa are unaware of why their families left their countries. As they move into certain areas, they are facing prejudice from other groups that are already in the area. This includes Afro-American’s who fail to relate to the new refugees/immigrants. This unit addresses such issues in the classroom.

Rationale

J.W. Catharine Elementary School is located in Southwest Philadelphia. Catharine is a K-5 school whose population is divided between the main building and an annex. The school has a very diverse student body that is ever changing. The majority of the students are Afro-American. The students are also of African, Asian, Caucasian, Central American, Caribbean and other heritages. Since the neighborhood is ever changing, the newer immigrants sometimes have problems which stem from a lack of understanding. This unit is planned to make students aware of the reasons that families are moving to Philadelphia from various places in Africa. In addition, it will provide

students with information about the religions, foods, customs, celebrations, languages, histories, and family lives of these immigrants. This unit is for the lower elementary school grades. It is my goal to expose children at an early age to the diverse groups coming from Africa. This is an attempt to assist students in understanding the rich cultures of Africa. Many of the students that attend Catharine School come from a variety of locations in Africa. There is an increasing number from Sudan, Liberia, Sierra Leone, and Senegal. Their parents decided to move to Southwest Philadelphia as a stepping stone toward moving outside of the city to such suburbs as Yeadon and Upper Darby.

Historical Background

“Since the 1950’s, many nations in Africa have suffered civil wars and ethnic strife, thus generating a massive number of refugees of many different nationalities and ethnic groups.”² In the nineteenth and early twentieth centuries, Africa was divided into European colonies. During the 1950’s and 1960’s, newly independent nations drew their borders. False divides led to intrastate warfare. Many of the refugees crossed into neighboring countries to find havens; others, if they could, went to different countries and continents. Asia hosts 45 percent of all refugees, Africa hosts 30 percent, Europe hosts 19 percent, and North America, 5 percent. “Each year, the State Department prepares a Report to Congress on proposed refugee admissions, then the U.S. President consults with Congress and establishes the proposed ceilings for refugee admissions for the fiscal year. For the 2005 fiscal year (October 1, 2004 - September 30, 2005), the total ceiling is set at 70,000 admissions and is allocated to six geographic regions: Africa (20,000 admissions), East Asia (13,000), Europe and Central Asia (9,500), Latin America/Caribbean (5,000), Near East/South Asia (2,500), and 20,000 reserve.”³ The United Nations High Commissioner for Refugees (UNHCR) was established on December 14, 1950. This agency is meant to protect refugees and resolve refugee problems worldwide. The primary purpose of the United Nations High Commissioner for Refugees is to safeguard the rights of refugees and attend to their well-being. It gives refugees the opportunity to seek asylum. In addition, they have an option of returning home voluntarily, integrating locally, or resettling in a third area. The United Nations adopted the Convention Relating to the Status of Refugees in 1951. This international convention defines who is a refugee, refugee rights, and the responsibilities of the nations that grant asylum. Also, it clarifies which people do not qualify (e.g., war criminals) and provides for some visa-free travel for those which hold travel documents. This legally binding treaty was ratified by 140 countries by February 2002.

For the purpose of this curriculum unit, students will learn about the following four African countries that have contributed to the greatest flow of refugees and immigrants.

Sudan

The name Sudan is derived from the Arabic “Bilad-al-sudan” and means “lands of the blacks.”⁴ Sudan is the largest country in Africa. Based on area, it is the tenth largest

country in the world. It is bordered by Egypt, Kenya, the Red Sea, Ethiopia, Uganda, Chad, the Democratic Republic of the Congo, the Central African Republic, Eritrea, and Libya. The capital of Sudan is Khartoum and its largest city is Omdurman. The climate is tropical in the south, arid in the desert north; the rainy season is from April to October. The terrain in Sudan is generally flat with featureless plains and mountains are to the east and west. Sudan has two official languages, Arabic and English. This country gained its independence from Egypt and the United Kingdom in 1956. The population of Sudan is about 39,379,358 according to an estimate by United Nations in 2007. The country is 52% black, 39% Arab, 6% Beja, 2% foreigners, 1% other ethnic groups. 46.1% of the total population is literate that includes 57.7% of males and 34.6% of females according to a 1995 estimate. Sudan is rich in national resources. They include petroleum, natural gas, gold, silver, chromite, asbestos, manganese, gypsum, mica, zinc, iron, lead, uranium, copper, kaolin, cobalt, nickel, and tin.

Sudan gained independence from Britain and Egypt on January 1, 1956. The area now known as Sudan was settled 60,000 years ago. A settled culture lived in the area of Sudan about 8,000 BC. The people lived by hunting, fishing, grain gathering, and cattle herding. They lived in the area before Egypt was developed. The Egyptians called the people Kush and they had strong religious and cultural ties to Egypt. Nubia is the homeland of Africa's earliest black culture. Its history can be traced to 3100 BC. This is known because of the Nubian monuments and artifacts as well as written records from Rome and Egypt. Today, Nubia is located in southern Egypt and northern Sudan.

In recent years, Sudan has been faced with three major wars or conflicts. The First Sudanese Civil War occurred between 1955 and 1972. This war began the year before independence was established. The war was between northern and southern Sudan. Anticipating independence, the southerners thought the new nation would be controlled by the north. The north was mainly Arab and Muslim because of their close ties to Egypt; the south was a mixture of Christians and Animists. "These divisions had been further emphasized by British policy of ruling the north and south under separate administrations. From 1924, it was illegal for people living above the 10th parallel to go further south and for people below the 8th parallel to go further north."⁵ This law was made to prevent the spread of malaria and other tropical diseases that were ravaging the British troops. In 1972, the terms of the Addis Ababa Agreement led to a ten-year break from national conflict.

The Second Sudanese Civil War occurred between 1983 and 2005. In 1983, President Gaafar Nimeiry's decision to circumvent the Addis Ababa Agreement reignited the civil war. President Nimeiry tried to create a federated Sudan which violated the Addis Ababa Agreement that had granted the south considerable political independence.

In the early 1970's, tribal clashes occurred in the western region of Darfur between the pastoral and the agricultural tribes after Africa's greatest famine. On September 9, 2004, Colin Powell called the Darfur conflict a "genocide". It was one of the worst humanitarian crises of our times. The Janjaweed were launching raids, bombing, and attacking villages. They were killing civilians based on ethnicity. Also there was the raping of women, stealing of land, goods, and herds of livestock. Also,

over 2.5 million people were displaced and the death toll reached an estimated 200,000 to 400,000. On May 5, 2006, the Darfur Peace Agreement was signed by the Sudanese government and the Sudan Liberation Movement. It called for the disarmament of the Janjaweed and disbandment of rebels. However, the agreement was not signed by all rebel groups.

Sierra Leone

Sierra Leone is located on the west coast of Africa. It is bordered by the Atlantic Ocean, Liberia, and Guinea. The largest city is Freetown, which is also the capital and the seat of government. The official language of Sierra Leone is English, which is spoken in schools and government. Krio is spoken throughout the country; it unites the different groups for trade and personal communication. Sierra Leone has 15 ethnic groups. The largest are the Mende and Temne. The religion of the people of Sierra Leone is primarily Islam (60%), with 40% practicing Christianity or indigenous religions. According to the UN census, the population was 5,900,000 in 2007. The literacy rate according to a 2004 estimate is 35.1%. Sierra Leone has mangrove swamps along its coast. Also, there are wooded hills and a plateau in the interior. The eastern part of the country is mountainous. The country is rich in natural resources. They include: diamonds, titanium ore, bauxite, iron ore, gold, and chromite. The source of agriculture is rice, coffee, cocoa, palm kernels, palm oil, peanuts, poultry, cattle, sheep, pigs, and fish.

Sierra Leone has been inhabited for at least 2,500 years by different tribes of Africa. By the 9th century iron was being used and by 1,000, the coastal tribes were using agriculture. The dense tropical rainforest help protect Sierra Leone from pre-colonial African empires and Islamic influences. By the 1500's, the protection ended. In 1462, Pedro da Cintra mapped the hills around Freetown Harbor as it is now known, and Sierra Leone arrived at its' name which means "Lion Mountains". This encounter begins one of Europe's first contacts with West Africa. Sierra Leone became the center of the slave trade until 1787. This is when Freetown was developed by the Sierra Leone Company as a home for former slaves from America and the West Indies.

In 1991, the Sierra Leone Civil War began. One of the major causes of war was the control of the diamond industry. In 1998, Sierra Leone was ranked the poorest country in the world although it has an abundant of natural resources. During the conflict, thousands of children were recruited by all sides. These groups included the Revolutionary United Front, the Armed Forces Revolutionary Council, and the pro-government Civil Defense Forces. "Children were often forcibly recruited, given drugs and used to commit atrocities. Thousands of girls were also recruited as soldiers and often subjected to sexual exploitation."⁶ These children had been survivors of village attacks or were found abandoned. Their duties included attacking villages, patrolling, and guarding the workers in the diamond mines. The Small Boys Unit of Revolutionary United Front was involved with murder, rape, torture, and amputation. Thousands died

and more than two million people were displaced due to the years of conflict which officially ended in January of 2002.

Liberia

Liberia is on the west coast of Africa. It is bordered by the Atlantic Ocean, Sierra Leone, Guinea, and Cote D'Ivoire. The capital of Liberia is Monrovia. English is the official language; in addition, there are about 20 ethnic-group languages. The population is made up of over 3 million people from 16 indigenous ethnic groups (95%), plus Americo-Liberians (2.5%) who are descendants of former U.S. slaves and Congo People (2.5%) who are descendants of former Caribbean slaves. 40% of the people of Liberia are Christian, 40% are traditional, and 20% are Islamic. The literacy rate according to a 2003 estimate is 58%. Liberia has five major natural resources. They include: iron ore, timber, diamonds, gold, and hydropower. The sources of agriculture are rubber, coffee, cocoa, rice, palm oil, sugarcane, bananas, sheep, goats, timber, and cassava. The labor force is 70% agricultural, 8% industrial, and 22% in services. Most of the country is a plateau covered by dense tropical forests, which thrives under an annual rainfall of about 160 inches a year. Africa's first republic, Liberia was founded in 1822 as a result of the efforts of the American Colonization Society to settle freed American slaves in West Africa. The society contended that the immigration of blacks to Africa was an answer to the problem of slavery as well as to what it felt was the incompatibility of the races. Over the course of forty years, about 12,000 slaves were voluntarily relocated. Originally called Monrovia, the colony became the Free and Independent Republic of Liberia in 1847. The name Liberia stands for "liberty" or "Land of the Free". In 1822, freed slaves from the United States colonized the country. In 1847, with the support of the United States government a new ethnic group was created called the Americo-Liberians. "However, this introduction of a new ethnic mix compounded ethnic tensions with the additional sixteen other main ethnicities."⁷

Liberians have faced various conflicts, wars and coups. On April 12 1980, a coup was staged under the leadership of Master Sergeant Samuel Doe. This coup led to the execution of President William R. Tolbert and more than a dozen persons from the previous regime. Most of the executed were of Americo-Liberian descent. A group headed by Doe assumed full legislative and executive powers (People's Redemption Council). Indigenous Liberians manned the People's Redemption Council or PRC. Between 1989 and 1996, the first Liberian Civil War occurred. It was one of Africa's bloodiest wars, which claimed the lives of more than 200,000 Liberians. Many others were displaced into refugee camps.

The First Liberian Civil War occurred between 1989 and 1996. It was due in part to harsh dictatorial rule of Master Sergeant Samuel Doe. After a failed coup against Doe, severe communal violence broke out. Members of the Gio and Mano tribes revolted in the northeast. A band of Libyan-trained rebels invaded Liberia from the Ivory Coast. With the support from neighboring African countries, the National Patriotic Front gained

the support of Liberians. In 1996, there was a final cease-fire and a peace accord which was followed by the installation of a transitional government.

In 1999, the Second Liberian Civil War displaced many people from their homes and devastated the economy. This war began when a rebel group backed by the government of Guinea and the Liberians United for Reconciliation of Democracy emerged in northern Liberia. By 2001, Liberia was involved in a three-way conflict with Sierra Lorne and the Guinea Republic. On October 14, 2003, a transitional government was installed but it failed to exercise any authority because rebel groups still controlled 80% of the country. On September 11, 2003, it was recommended by UN Secretary General Kofi Annan that a peacekeeping mission be deployed to maintain the peace agreement. "The UN currently has a number of personnel in the country — 5500 are projected to be in place by November — and is working to disarm the various factions. However, instability in neighboring countries, an incomplete disarmament process, and general discontent threatens Liberia's fragile peace."⁸

Senegal

Senegal is bordered by the Atlantic Ocean, Mauritania, Mali, Guinea, and Guinea-Bissau. The country of Gambia lies within Senegal. This country is surrounded on the north, east, and south by Senegal. Dakar is the capital of Senegal. The population is an estimated 12.5 million people. The official language is French; however, a large number of people speak Wolof, Pulaar, Jola, and Mandinka, which is a tonal language with high and low tones. The country is made up of a variety of ethnic groups. They include Wolof, which are the majority at 43.3%, Fulani, 23.8%, Serer, 14.7%, Diola, 3.7%, Mandingo, 3%, Soninke, 1.1%, European and Lebanese, 1%, and other groups are 9.4%. 94% of the country is Islamic. 5% of the country is Christian and most of them are Roman Catholic. The remaining 1% of the population practice indigenous religions. According to a 2003 estimate, 40% of the country is literate. The natural resources of Senegal include fish, phosphates, and iron ore. The sources of agriculture are peanuts, millet, corn, sorghum, rice, cotton, tomatoes, green vegetables, cattle, poultry, pigs, and fish. Senegal is a low-lying country with semi-desert and forest areas. The semi-deserts are to the north and northeast; the forest areas lay in the southwest. The Senegal in the north and the Casamance in the southern tropical climate are the largest rivers.

Findings show that Senegal was inhabited in prehistoric times. "Eastern Senegal was once part of the Empire Of Ghana. It was founded by the Tukolor in the middle valley of the Senegal River."⁹. During the 11th century, Islam, the dominant religion, first came to Senegal. In the 13th and 14th centuries, the Mandingo were the major influence and the Jolof Empire was also founded. Portugal, the Netherlands, and Great Britain competed for trade until 1677 when France ended up in possession of Goree Island, an important slave departure point. Millions were shipped from this location. On August 20, 1960, Senegal gained independence from France.

In April 1989, a dispute over animal grazing rights led Mauritian Moorish guards

to kill two Senegalese peasants. So, the people on the southern bank rioted. “Fighting soon forced the white (*bidan*) Moors who controlled trade in the region, to flee north; their rivals, the Poular-speaking blacks (Tukulors and Fulani), fled to safety on the south side of the river valley and made retaliatory raids into Mauritanian territory. Much looting and bloodshed by both sides occurred while at least 250,000 persons fled their homes into forces exile elsewhere.”¹⁰ On July 18, 1991, the two countries signed an agreement after attempts by the Organization of African Unity failed in 1990. After ward, the border was reopened, and refugees and exiles were able to return to their homes.

Objectives

The lessons were written for second graders but can be changed to suit other grade levels. The students will achieve understanding of the communities that have refugee populations and about African immigrants in their midst. They will accomplish this by listening to and discussing stories particularly pertaining to the refugees of Sudan. Also, they will sample *fou-fou* a traditional food and eat it in the traditional way. In addition, the students will have an opportunity to discover parts of their own past by interviewing family members and making a family tree. Through their writing, students will organize information, make inferences, and express their point of view.

Strategies

The lessons will begin with the students, along with the teacher, doing a KWL about refugees. This will be followed with a KWL about Africa. Through books, the students will have an opportunity to hear and discuss stories of refugees and immigrants. Writing will be incorporated into lessons as a form of assessment. Graphic organizers will be used to analyze information. The students will be required to interview family members to gather information so they can make a person connection to the unit.

Classroom Activities

Social studies lessons in the first and second grade include units about the general history of Africa. The children have some background knowledge about the age of Africa on the whole and the early people of Egypt. However, they see Africa as a mysterious “country”, not a continent that has importance in their lives.

Lesson One - What is Africa?

Objective: To find out what the students already know about Africa, its’ history, and its’ people. Make a graph organizer (KWL) about Africa.

Material: “Africa Is Not a Country” by Margy Burns Knight

Paper folded to make an eight-page book

Pencils, markers, crayons

- Procedure:
1. Without giving the students any information about Africa, let them record anything they already know.
 2. Condense the information about what is known about Africa.
 3. Find out what the students want to know about Africa.
 4. Read the book “Africa Is Not a Country” by Margy Burns Knight
 5. Record the information learned in a mini-book.

Assessment: The completion of the mini book

Lesson Two – Geography

Africa is the second largest continent in the world. It contains 53 countries including the island groups. As of 2005, the population reached 922 million, which is about 14.2% of the world population.

Objective: To complete a map of Africa and its' various countries.

Materials: World map

Two maps of Africa (one missing some countries, sample map to locate names)

Markers

Crayons

Pencils

- Procedure:
1. Review of the information previously learned about Africa.
 2. On the world map, the students will identify the continent of Africa.
 3. Add the names of the countries in Africa to the blank map.
 4. Highlight the countries of Sudan, Senegal, Sierra Lorne, and Liberia.
 5. Save the maps for reference.

Assessment: Completion of the map of Africa

Lesson Three – Literacy Connection

Objective: After reading to the story “Brothers in Hope: The Story of the Lost Boys of Sudan” by Mary Williams, the students will write a reaction piece about the story.

- Procedure:
1. Review the information previously learned about Africa and refugees.
 2. Read the story “Brothers in Hope: The Story of the Lost Boys of Sudan”.
 3. During the story, stop for questions and clarification.
 4. In the story, the father tells his son, “Your heart and mind are strong. There is nothing you cannot do.”
 5. Make a graphic organizer about the challenges the main character faced in the story.

6. The students will site examples from the story when these words were important to the main character.
7. The students will write a reaction piece about the story.

Assessment: Completion of the reaction piece

Lesson Four – Tracing Our Roots

Objective: To make a family tree that includes birth places.

Materials: Blank tree sheet
Pencils
Journal
Family photographs
Digital camera

- Procedure:
1. Review the information from the previous lessons.
 2. Discuss the important of family. Record the information for future use.
 3. Pose the questions “What are ancestors?” and “Who are your ancestors?”
 4. Take a digital picture of each child to start the family tree.
 5. Give the students one week to complete a family tree.
 6. During the week, the students will write in their journals about their findings.

Assessment: Completion of the family tree

Lesson Five - Language and History

Objective: The students will interview an older family member in the hopes of learning about the past from people that lived it.

Materials: Paper
Pencils
Interview sheets

- Procedure:
1. Interview an adult family member using the following questions.
 - a. What were the schools like for you?
 - b. What games did you play?
 - c. Why did you move to your current home?
 - d. What did your family do for fun?
 - e. What chores did you have?
 - f. What do you miss about your former home?
 - g. Do you revisit your former home? Why? Why not?
 2. Use the information from the interview for class discussion.
 3. Write a narrative piece using the interview information.

Assessment: Completion of narrative piece

Lesson Six - Food

Background:

Africa is made up of many countries, each with its' own style, culture, religion, and food. Food preferences reflect the agricultural resources. For example, okra is native to Africa and is commonly grown. Okra could be used to make okra soup or fried okra.

Respect and concern is shown for one's guests throughout Africa. In Sudan, guests are immediately offered a nonalcoholic fruit drink which will not spoil their appetite. Dinner is served on a low table which is bare. Guests are made comfortable on pillows decorated with ostrich feathers. Water is poured over the hands of the guests from a shiny copper pitcher and is caught in copper basin. Each guest is offered a towel to dry their hands and is given a large cloth to cover the knees in place of a napkin.

Dinner starts when soup is brought out in individual bowls which sit on a huge, decorated copper tray. Spoons are offered to the guest for this part of the meal. After the soup has been serviced, a large tray is brought in. This tray contains all the dishes for the main course. There may be as many as six dishes to dip into. For the main course, no forks or knives are used however spoons may be provided. The main course is eaten from common dishes using flat breads (Kisra) to sop up the mixtures. Four dishes are served individually. They included the soup, the salad, the Shata (red-hot spice) and the dessert.

After the main course, hands are washed and everyone looks forward to dessert. Crème Caramela is usually served and is preferred to fruits. No beverage is served with dinner; however, water may be requested. After dinner, coffee is served in tiny cups. Spiced tea with cloves or cinnamon may also be served. An incense burner filled with sandalwood is placed in the center of the room to relax the guests

Objective:

To help prepare and taste a common dish from Africa; to sample food using a traditional African form of eating. Compare ways to eat besides using silverware.

Materials: water, salt, cornmeal, pan, hot plate, spoon, butter, large pot, pitcher, basin, tea

Procedures:

1. Hold up a fork and ask the students what we use this for. We use silverware to eat foods. Ask questions to get the class thinking about other methods of eating. What are some other objects people eat with?

2. Explain that a common African dish is called fou-fou. It is a starchy food that is made, scooped up with three fingers from a pot, and eaten. It is made from different staple foods around the continent.

3. We also use corn, rice, yams and similar foods here. What are some ways we eat these foods?

4. Under the teachers direction the class will prepare fou-fou.

In a pan:

Boil 2 cups water

Add 1 tsp. salt

and 1 cup cornmeal

Cook, stirring constantly until the mixture thickens and butter to taste.

5. Let the students eat the African dish in a traditional African form of eating. Put the mixture in a large pot. Have the students sit around the pot on the floor. They may scoop up some fou-fou out of the pot with their three fingers. Before dipping back in the pot, students should wash their hands again. They must dip directly back in the pot in front of them.

Annotated Bibliography/Resources

Allen, Judy, Earldene McNeill, and Velma Schmidt. *Cultural Awareness for Children*. Addison-Wesley Publishing Co., 1997

The activities in this book help young children learn the customs of other countries in an atmosphere of acceptance and respect.

<http://en.wikipedia.org/wiki/Sudan>

This website highlights the history of the people of Sudan which is a country in Africa.

en.wikipedia.org/wiki/Liberia

This website highlights the history of the people of Liberia which is a country in Africa.

en.wikipedia.org/wiki/Senegal

This website highlights the history of the people of Senegal which is a country in Africa.

[www.sudan.net/ fact.shtm](http://www.sudan.net/fact.shtm)

This website highlights the history of the people of Sudan which is a country in Africa.

www.infoplease.com/ipa/A0107959.html

This website gives a summary of the history of Senegal

www.factmonster.com/ipka/A0107718.html

This website is designed for students to use. It gives a summary of the history of Liberia

<http://www.graphicmaps.com/>

This website provides maps, flags, and geography facts about the countries in Africa and other places.

teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/aindex.htm

This website contains a variety of lesson plan tips for the topic of Africa.

en.wikipedia.org/wiki/Refugee

This website gives that definition of a refugee. It gives information on refugee laws.

[http://www.hrw.org/?t=refugees&document_limit=0,](http://www.hrw.org/?t=refugees&document_limit=0)

This website provides information about refugees such as where they come from, who they are, and why they left their homelands.

http://en.wikipedia.org/wiki/Child_soldiers#Sierra_Leone

This website provides information about the children that were used as soldiers in the country of Sierra Leone.

http://en.wikipedia.org/wiki/Senegal-Mauritania_border_war

This website provides information about the border war between Senegal and Mauritania.

<http://www.teachnet.com/graphics/how-to/familytree.gif>

This website contains reproducible family tree charts where students can identify their parents, grandparent and great-grandparents.

<http://www.infoplease.com/ipa/A0107>

This website provides the early history of the people of Senegal.

<http://en.wikipedia.org/wiki/Africa>

This website provides information about the continent of Africa.

<http://www.barnesandnoble.com/>

This website provides descriptions of books and DVD which are available.

http://en.wikipedia.org/wiki/Sierra_Leone

This website highlights the history of the people of Sierra Leone which is a Country in Africa.

Sand and Sorrow - Film

This documentary is about the genocidal crisis in the Darfur region of Sudan. It analyzes the cultural, political, and historical background of the area. The film examines how the government in Sudan was able to turn so ruthlessly against its own indigenous people.

Resources for children:

A is for Africa by Ifeoma Onyefulu

The author, a member of the Igbo tribe in Nigeria, presents text and her own photographs of twenty-six things, from A to Z, representative of all African peoples.

Africa by David Petersen, James Taft (Editor)

This book gives a brief overview of the geography, wildlife, history, and people of Africa.

Africa Is Not a Country by Margy Burns Knight, Anne Sibley O'Brien (Illustrator)

The book helps to demonstrate the diversity of the African continent by describing daily life in some of its numerous nations.

Boundless Grace by Mary Hoffman, Caroline Binch

When Grace gets the opportunity to go to Africa and visit with her father and his new family, she feels a little strange. But Nana says families are what you make them, and Grace is going to make the most of hers!

Brothers in Hope: The Story of the Lost Boys of Sudan by Mary Williams

In this story, eight-year-old Garang, is orphaned by a civil war in Sudan and finds the inner strength to help lead other boys as they trek hundreds of miles seeking safety in Ethiopia, then Kenya, and finally in the United States.

Lost Boys of Natinga by Judy Walgren

This book describes daily life at Natinga, a refugee camp and school established in 1993 in southern Sudan for boys forced from their homes by that country's Civil War.

Somewhere in Africa

Ashraf lives in a big, bustling city with skyscrapers. As he walks through his city's sun-drenched streets past flower sellers, fruit vendors, and street musicians, he draws readers into the world he loves. The painterly, energetic pictures capture

the vitality of Ashraf's city.

The Philadelphia standards that align with the PA State Standards.

Social Studies standards

6.3.3C Identify Africa as a continent and compare its size to that of the U.S

7.1.3A Understand the human race had its beginning in Africa

Literacy standards

1.1.2.F Understand new vocabulary learned in various subject areas

1.1.2.G Retell or summarize major ideas, sequences and themes of texts.

1.1.2.G Describe the major ideas and theme of a story

1.1.2.G Connect the new information in text to known information.

1.1.2.G Reread passages to clarify ideas.

1.2.2.A Make inferences and draw conclusions from a variety of reading materials.

1.4.2.B.1: Write an informational paragraph about a specified topic (e.g., letters, reports, descriptions, instructions) using illustrations when relevant.

1.6.2.B.1: Listen in order to apply new words and concepts.

1.1 E. Acquire a reading vocabulary by correctly identifying and using words

1.3 F. Read and respond to fiction and nonfiction

Endnotes

¹ www.hrw.org

² www.en.wikiexpedia.com

³ www.uscis.gov/portal/site/uscis

⁴ Online Etymology Dictionary

⁵ en.wikipedia.org/wiki/Sudan#First_Sudanese_Civil_War_1955_-_1972

⁶ http://en.wikipedia.org/wiki/Child_soldiers#Sierra_Leone

⁷ <http://en.wikipedia.org/wiki/Liberia>

⁸ en.wikipedia.org/wiki/Second_Liberian_Civil_War

⁹ <http://en.wikipedia.org/wiki/Senegal>

¹⁰ <http://www.onwar.com/aced/nation/sat/senegal/fsenegalmauritania1989.htm>